

**CSEC FAMILY AND RESOURCE MANAGEMENT****SUGGESTED TEACHING GUIDE**

This document serves as a suggested guide, over a *two-year* period commencing in Form Four, for teacher delivery of topics and practical activities in the subject area. It **MUST** be used in conjunction with the **Objectives** and **Content** as outlined in the CXC syllabus for *Food, Nutrition and Health*.

- Teachers may adjust the guide according to the needs and/or challenges experienced in the subject/school.
- The content of this subject may be communicated to students using a combination of deliverables such as face-to-face, asynchronous and/or synchronous sessions, with the application of a variety of learning and teaching strategies.
- Teachers are encouraged to use the first week in Form Four (4) to:
  - Introduce students to the subject area
  - Discuss the SBA requirements
  - Identify possible Career choices/paths in the subject area.

## Section 1 The Family

| Specific Objective                                                                                    | Content                               | Suggested Topics                                                                                                | Suggested Teaching Strategy                             | Form | Term |
|-------------------------------------------------------------------------------------------------------|---------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|------|------|
| 1. Discuss the concept of family                                                                      | Concept of family                     | Definition of family; kinship; marriage; adoption                                                               | <i>Discussion; Brainstorming</i>                        | 4    | 1    |
| 2. Compare the major family forms in the Caribbean                                                    | Major family forms in the Caribbean   | Nuclear family; extended family; single-parent family; sibling household; blended family                        | <i>Discussion; Comparison chart</i>                     | 4    | 1    |
| 3. Discuss the roles and functions of the family                                                      | Roles and functions of the family     | Caregiver; breadwinner; nurturer; disciplinarian; role model; procreation; socialization; cultural transmission | <i>Role play; Group discussion</i>                      | 4    | 1    |
| 4. Explain the chronological development that takes place in each stage of the family life cycle      | Family life cycle                     | Beginning stage; expanding stage; contracting stage                                                             | <i>Timeline activity; Discussion</i>                    | 4    | 1    |
| 5. Discuss the challenges faced by families at each stage of the life cycle and ways of managing them | Challenges in the family life cycle   | Personal adjustment; goal setting; financial demands; grief management; divorce; separation                     | <i>Case study; Guest lecturer</i>                       | 4    | 1    |
| 6. Assess relationship changes in the family                                                          | Changes in family relationships       | Death; migration; globalization; changing family roles                                                          | <i>Discussion; News article analysis</i>                | 4    | 1    |
| 7. Discuss the relationships between the family and the community                                     | Family and community relationships    | Family as economic unit; community resources; environmental rights; education; health facilities                | <i>Field trip; Community mapping</i>                    | 4    | 1    |
| 8. Discuss factors that influence physical, mental and spiritual well-being of the family             | Physical, mental and spiritual health | Nutrition; exercise; rest; stress; substance abuse; unemployment; crime and violence                            | <i>Guest lecturer (health professional); Discussion</i> | 4    | 1    |
| 9. Discuss rules and guidelines for the health and safety of the individual and the family            | Health and safety                     | Personal hygiene; water purification; internet safety; abuse prevention; family safety                          | <i>Demonstration; Role play</i>                         | 4    | 1    |

| Specific Objective                                                                                      | Content                          | Suggested Topics                                                          | Suggested Teaching Strategy             | Form | Term |
|---------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------------------------------------------------|-----------------------------------------|------|------|
| 10. Describe the needs of special groups including persons with disabilities                            | Needs of special groups          | Newborn; toddler; preschooler; adolescent; elderly; sick person           | <i>Guest lecturer; Research project</i> | 4    | 2    |
| 11. Discuss factors to be considered when caring for special groups including persons with disabilities | Caring for special groups        | Safety; health; socialization; cultural and spiritual considerations      | <i>Discussion; Case study</i>           | 4    | 2    |
| 12. Prepare simple nutritious dishes for special groups                                                 | Meal planning for special groups | Toddlers; preschoolers; adolescents; elderly; sick persons                | <i>Practical; Demonstration</i>         | 4    | 2    |
| 13. Conduct activities to demonstrate care of the sick                                                  | Caring for the sick              | Feeding; bathing; medication support; room preparation; hygiene; exercise | <i>Demonstration; Simulation</i>        | 4    | 2    |

## Section 2 Principles of Management

| Specific Objective                                                                               | Content                             | Suggested Topics                                                                   | Suggested Teaching Strategy                      | Form | Term |
|--------------------------------------------------------------------------------------------------|-------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------|------|------|
| 1. Explain the concept of management                                                             | Management                          | Definition; characteristics; importance of management                              | <i>Discussion; Concept mapping</i>               | 4    | 2    |
| 22. Explain the management principles and processes                                              | Management principles and processes | Shared responsibility; planning; organizing; implementing; controlling; evaluating | <i>Discussion; Group activity</i>                | 4    | 2    |
| 3. Differentiate among values, goals and attitudes                                               | Values, goals and attitudes         | Definitions; characteristics; formation                                            | <i>Values clarification activity; Discussion</i> | 4    | 1    |
| 4. Discuss the effects of values, goals, priorities and attitudes on the decision-making process | Decision making                     | Values; goals; priorities; attitudes                                               | <i>Case study; Group discussion</i>              | 4    | 2    |

| Specific Objective                                                                                   | Content                   | Suggested Topics                                                                   | Suggested Teaching Strategy                   | Form | Term |
|------------------------------------------------------------------------------------------------------|---------------------------|------------------------------------------------------------------------------------|-----------------------------------------------|------|------|
| 5. Discuss the effects of values, goals and attitudes on the application of management processes     | Management processes      | Planning; organizing; implementing; evaluating                                     | <i>Scenario analysis; Discussion</i>          | 4    | 2    |
| 6. Evaluate ways of resolving conflict within the family                                             | Conflict resolution       | Generation gap; domestic violence; substance abuse; teenage pregnancy; child abuse | <i>Role play; Guest lecturer (counsellor)</i> | 4    | 3    |
| 7. Discuss developing trends in management and their impact on quality of individual and family life | Trends in management      | Globalization; technology; entrepreneurship; networking                            | <i>Research project; Debate</i>               | 4    | 3    |
| 8. Apply the steps in the decision-making process to personal and family decisions                   | Decision making process   | Problem identification; information gathering; alternatives; selection; evaluation | <i>Case study; Simulation</i>                 | 4    | 3    |
| 9. Apply management principles and processes in personal life and family activities                  | Application of management | Planning events; family activities; daily schedules                                | <i>Project-based learning; Practical</i>      | 4    | 1    |

### Section 3 Managing Family Resources

| Objective                                           | Content                       | Topics                                                                            | Suggested Teaching Strategy            | Form | Term |
|-----------------------------------------------------|-------------------------------|-----------------------------------------------------------------------------------|----------------------------------------|------|------|
| 1. Discuss the nature and use of resources          | Nature and use of resources   | Definition of resources; human resources; material resources; community resources | <i>Brainstorming; Discussion</i>       | 4    | 2    |
| 2. Discuss the concepts of time and time management | Time and time management      | Time as a resource; importance of time                                            | <i>Discussion; Self-audit activity</i> | 4    | 2    |
| 3. Explain the principles of time management        | Principles of time management | Planning; scheduling; prioritizing                                                | <i>Discussion; Practical exercise</i>  | 4    | 1    |
| 4. Explain the term work simplification             | Work simplification           | Definition and importance                                                         | <i>Discussion; Demonstration</i>       | 4    | 2    |

| Objective                                                | Content                               | Topics                                                       | Suggested Teaching Strategy                           | Form | Term |
|----------------------------------------------------------|---------------------------------------|--------------------------------------------------------------|-------------------------------------------------------|------|------|
| 5. Explain the benefits of work simplification           | Benefits of work simplification       | Saving time; saving energy; improving efficiency             | <i>Discussion; Case study</i>                         | 4    | 2    |
| 6. Discuss factors affecting work simplification         | Factors affecting work simplification | Time; knowledge; skills; work environment                    | <i>Group discussion; Research</i>                     | 4    | 2    |
| 7. Demonstrate work simplification strategies            | Work simplification techniques        | Scheduling; sequencing; dovetailing; overlapping; clustering | <i>Demonstration; Practical</i>                       | 4    | 1    |
| 8. Develop a daily time management plan                  | Time plans                            | Student; working parent; elderly person                      | <i>Practical; Individual project</i>                  | 4    | 1    |
| 9. Analyse consequences of ineffective time management   | Ineffective time management           | Stress; missed deadlines; poor performance                   | <i>Case study; Discussion</i>                         | 4    | 1    |
| 10. Explain terms associated with money management       | Money management                      | Income; expenditure; savings; investments                    | <i>Discussion; Vocabulary building</i>                | 4    | 1    |
| 11. Discuss functions of money                           | Functions of money                    | Medium of exchange; store of value                           | <i>Discussion; Real-world examples</i>                | 4    | 1    |
| 12. Describe means by which money is earned              | Sources of income                     | Employment; self-employment; entrepreneurship                | <i>Guest lecturer (entrepreneur); Discussion</i>      | 4    | 1    |
| 13. Explain principles of money management               | Money management principles           | Budgeting; saving; spending wisely                           | <i>Discussion; Financial literacy activity</i>        | 4    | 1    |
| 14. Describe services provided by financial institutions | Financial institutions                | Banks; credit unions; insurance companies                    | <i>Field trip (bank/credit union); Guest lecturer</i> | 4    | 1    |
| 15. Explain reasons for preparing a budget               | Budgeting                             | Importance of budgeting                                      | <i>Discussion; Real-life scenario</i>                 | 4    | 1    |
| 16. Outline factors to consider when preparing a budget  | Budget preparation                    | Family size; income; goals                                   | <i>Discussion; Group activity</i>                     | 4    | 1    |
| 17. Prepare a budget                                     | Budgeting exercise                    | Personal budget; family budget                               | <i>Practical; Simulation</i>                          | 4    | 1    |
| 18. Formulate guidelines for effective time management   | Time management                       | Good practices                                               | <i>Group activity; Discussion</i>                     | 4    | 1    |
| 19. Formulate guidelines for effective money management  | Money management                      | Good practices                                               | <i>Group project; Discussion</i>                      | 4    | 3    |

| Objective                                        | Content    | Topics              | Suggested Teaching Strategy        | Form | Term |
|--------------------------------------------------|------------|---------------------|------------------------------------|------|------|
| 20. Evaluate time and money management practices | Evaluation | Family case studies | <i>Case study; Peer evaluation</i> | 4    | 3    |

#### Section 4 Consumerism

| Objective                                       | Content              | Topics                                         | Suggested Teaching Strategy                          | Form | Term |
|-------------------------------------------------|----------------------|------------------------------------------------|------------------------------------------------------|------|------|
| 1. Explain the concept of consumerism           | Consumerism          | Consumer rights and responsibilities           | <i>Discussion; Media analysis</i>                    | 5    | 1    |
| 2. Assess the importance of consumer education  | Consumer education   | Informed decision making                       | <i>Discussion; Research</i>                          | 5    | 1    |
| 3. Discuss consumer rights and responsibilities | Consumer protection  | Consumer laws; agencies                        | <i>Guest lecturer (Consumer Affairs); Discussion</i> | 5    | 1    |
| 4. Examine consumer behaviour                   | Consumer behaviour   | Influencing factors                            | <i>Observation activity; Discussion</i>              | 5    | 1    |
| 5. Analyse purchasing behaviour                 | Purchasing decisions | Comparison shopping                            | <i>Comparison shopping exercise; Discussion</i>      | 5    | 1    |
| 6. Distinguish between wants and needs          | Wants and needs      | Priorities                                     | <i>Sorting activity; Discussion</i>                  | 5    | 1    |
| 7. Discuss consumer credit                      | Credit               | Advantages and disadvantages                   | <i>Case study; Guest lecturer (banker)</i>           | 5    | 1    |
| 8. Compare methods of payment                   | Payment methods      | Cash; debit card; credit card; online payments | <i>Demonstration; Practical</i>                      | 5    | 1    |
| 9. Apply wise purchasing practices              | Wise buying          | Product labels; warranties                     | <i>Practical; Field trip (supermarket)</i>           | 5    | 1    |
| 10. Evaluate consumer decisions                 | Consumer evaluation  | Product satisfaction                           | <i>Case study; Peer evaluation</i>                   | 5    | 1    |

### Section 5 Management Of Special Events

| Objective                                                 | Content                 | Topics                                     | Suggested Teaching Strategy                       | Form | Term |
|-----------------------------------------------------------|-------------------------|--------------------------------------------|---------------------------------------------------|------|------|
| 1. Differentiate among special events                     | Types of special events | Weddings; birthdays; conferences; banquets | <i>Discussion; Research project</i>               | 4    | 3    |
| 2. Explain procedures involved in planning special events | Event planning          | Objectives; budgeting; scheduling          | <i>Guest lecturer (event planner); Discussion</i> | 4    | 3    |
| 3. Prepare proposals for special events                   | Event proposals         | Components of proposals                    | <i>Project-based learning; Practical</i>          | 4    | 3    |
| 4. Discuss roles of host and guests                       | Social responsibilities | Host duties; guest etiquette               | <i>Role play; Demonstration</i>                   | 4    | 3    |
| 5. Design invitations and replies                         | Invitations             | Formal; informal; electronic               | <i>Practical; Creative project</i>                | 4    | 3    |
| 6. Plan and manage special events                         | Event management        | Committees; logistics; evaluation          | <i>Simulation; Practical (school event)</i>       | 4    | 3    |
| 7. Demonstrate social graces and etiquette                | Etiquette               | Dining etiquette; introductions; protocol  | <i>Demonstration; Role play; Practical</i>        | 4    | 3    |

### Section 6: Work, Careers, Employment Opportunities And Leisure

| Objective                         | Content     | Topics                                 | Suggested Teaching Strategy        | Form | Term |
|-----------------------------------|-------------|----------------------------------------|------------------------------------|------|------|
| 1. Explain the concept of work    | Work        | Meaning and importance                 | <i>Discussion; Brainstorming</i>   | 5    | 1    |
| 2. Discuss work ethics            | Work ethics | Responsibility; punctuality; integrity | <i>Case study; Discussion</i>      | 5    | 1    |
| 3. Examine family-related careers | Careers     | Family and Consumer Sciences careers   | <i>Guest lecturer; Career fair</i> | 5    | 1    |

| Objective                                                      | Content            | Topics                           | Suggested Teaching Strategy                            | Form | Term |
|----------------------------------------------------------------|--------------------|----------------------------------|--------------------------------------------------------|------|------|
| 4. Explore employment opportunities                            | Employment         | Local and regional opportunities | <i>Field trip; Research project</i>                    | 5    | 1    |
| 5. Assess the relationship between health and work performance | Workplace wellness | Health and productivity          | <i>Discussion; Guest lecturer (HR professional)</i>    | 5    | 1    |
| 6. Develop a career plan                                       | Career planning    | Goal setting; career pathways    | <i>Individual project; Career counselling activity</i> | 5    | 1    |
| 7. Explain leisure                                             | Leisure            | Meaning and benefits             | <i>Discussion; Multimedia presentation</i>             | 5    | 1    |
| 8. Plan leisure activities                                     | Leisure planning   | Recreation; family activities    | <i>Group project; Practical planning</i>               | 5    | 1    |

## Section 7 Housing And The Environment

| Objective                                                  | Content                     | Topics                         | Suggested Teaching Strategy                              | Form | Term |
|------------------------------------------------------------|-----------------------------|--------------------------------|----------------------------------------------------------|------|------|
| 1. Explain the importance of housing                       | Housing                     | Functions and characteristics  | <i>Discussion; Multimedia presentation</i>               | 4    | 1    |
| 2. Assess housing needs                                    | Housing needs               | Family size; income; location  | <i>Case study; Discussion</i>                            | 4    | 1    |
| 3. Discuss methods of acquiring housing                    | Housing acquisition         | Renting; purchasing; building  | <i>Guest lecturer (realtor/bank officer); Discussion</i> | 4    | 1    |
| 4. Compare housing options                                 | Housing options             | Advantages and disadvantages   | <i>Comparison chart; Discussion</i>                      | 4    | 1    |
| 5. Explain the relationship between housing and well-being | Housing and quality of life | Health; comfort; safety        | <i>Discussion; Research</i>                              | 4    | 1    |
| 6. Examine building and environmental standards            | Environmental standards     | Sanitation; waste disposal     | <i>Field trip; Guest lecturer (engineer)</i>             | 4    | 1    |
| 7. Assess environmental hazards                            | Hazards                     | Flooding; pollution; disasters | <i>Field trip; Research project</i>                      | 4    | 1    |

| Objective                                                | Content                | Topics                                  | Suggested Teaching Strategy                    | Form | Term |
|----------------------------------------------------------|------------------------|-----------------------------------------|------------------------------------------------|------|------|
| 8. Select furniture and furnishings                      | Furnishings            | Selection factors                       | <i>Practical; Field trip (furniture store)</i> | 5    | 1    |
| 9. Apply money-saving practices in the home              | Household management   | Conservation of resources               | <i>Demonstration; Practical</i>                | 4    | 2    |
| 10. Explain housekeeping functions                       | Housekeeping           | Cleaning schedules                      | <i>Discussion; Demonstration</i>               | 4    | 2    |
| 11. Demonstrate housekeeping skills                      | Practical housekeeping | Care of rooms and equipment             | <i>Practical; Demonstration</i>                | 4    | 2    |
| 12. Prepare and serve sandwiches, desserts and beverages | Food preparation       | Hot and cold beverages; simple desserts | <i>Practical; Demonstration</i>                | 4    | 1    |

#### Suggested SBA Timeline

| Form   | Term   | Activity                                          |
|--------|--------|---------------------------------------------------|
| Form 4 | Term 1 | Introduction to SBA requirements                  |
| Form 4 | Term 3 | SBA 1 completion                                  |
| Form 5 | Term 1 | SBA 3 completion                                  |
| Form 5 | Term 2 | Portfolio finalization and moderation preparation |
| Form 5 | Term 2 | SBA 2 completion                                  |